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AUTHOR	Kinzer, Charles K., Ed.; Leu, Donald J., Ed.
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IDENTIFIERS	Emergent Literacy; Family Literacy

ABSTRACT

The 43 manuscripts presented in this collection represent qualitative and quantitative studies, as well as papers that present literacy research, theory, and pedagogy. Papers in the collection include: "Family Uses of Literacy: A Critical Voice" (D. Madigan); "Intergenerational Literacy: Impact on the Development of the Storybook Reading Behaviors of Hispanic Mothers" (D. Eldridge-Hunter); "Portfolio Assessment: Teachers' Beliefs and Practices" (J. Flood and others); "Psychometric Properties of the Reader Retelling Profile: A Case Study" (K. E. Meredith and others); "The Validity and Utility of Portfolio Assessment" (P. Dewitz and others); "An Examination of 'The Simple View of Reading'" (L. G. Dreyer and L. Katz); "An Exploration of Meaning Construction in First Graders' Grand Conversations" (L. M. McGee); "Intertextuality: Searching for Patterns That Connect" (K. G. Short); "One Writer's Construction of Text and Self: The Role of Voice" (G. Kamberelis and W. McGinley); "Children's Metacognitive Knowledge about Reading and Writing in Literature-Based and Conventional Classrooms" (L. B. Gambrell and B. M. Palmer); "Implementing Whole-Language Instruction for Young Children: Cases of Teacher Development and Change" (B. J. Bruneau); "Reading without Ability Grouping: Issues in First-Grade Reading Instruction" (D. P. Hall and P. M. Cunningham); "A Case Study of Academic Literacy Tasks and Their Negotiation in a University History Course" (M. L. Simpson and S. L. Nist); "Predicting the Location of Answers to Textbook Search Tasks" (M. J. Dreher); "Dynamics of Change: Speculation on a Forthcoming Model of Response to Literature" (K. Armstrong); "Non-Traditional Learners' Written and Dialogic Response to Literature" (V. J. Goatley and T. E. Raphael); "Circles within Circles: The Uses of Storytelling within a Seminar for Preservice Reading Teachers" (S. J. Moore and R. V. Lalik); "Collaborative Research on Teacher Study Groups: Embracing the Complexities" (C. Klassen and K. G. Short); "Incident at Paradigm Springs: Fieldnotes on Writing from a Critical Stance" (J. Konopak);

"Literature, Literacy, and Resistance to Cultural Domination" (L. Spears-Bunton); "Persons and Society in Reading: Connections to Liberalism and Beyond" (B. Kachuck); "A Content Analysis of Pasal Readers: Teaching Suggestions for ESL/LEP Students Learning to Read English" (J. S. Schumm, and others); "Flexible Scaffolds: Shared Reading and Rereading of Story Books in Head Start Classrooms" (C. A. Elster and C. A. Walker); "Examining Content Area Reading Beliefs, Decisions, and Instruction: A Case Study of an English Teacher" (E. K. Wilson and others); "Effects of Word-Related Variables on Vocabulary Growt through Repeated Read-Aloud Events" (C. B. Leung); and "Matthew Effects in Learning New Words while Listening to Stories" (T. Nicholson and B. Whyte). (RS)

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